Multiple Intelligences Chapter Reflections

**Chapter 1**

I really love the idea of multiple intelligences. I used to hear so often about my friends growing up that because they didn’t always have the best grades in school, they weren’t as smart as other kids. Like-wise, something I was hearing through the end of my high school career was “you’re so smart, why aren’t you getting a good grade in math”. But the idea that there are multiple intelligences helps to eliminate the extremely negative and damaging idea that if you don’t excel in the core school subjects, you’re not smart. This is such an important ideal to have when working with student who are still trying to figure out who they are. For many students who excel in intelligences aside from verbal/linguistic and logical/mathematical, to hear that their intelligence is important, legitimate, and valued is crucial to helping them to achieve success later in life.

Knowing these various intelligences, and being aware that there are likely more than the 8 officialized ones, is extremely important when figuring out how to connect with students on an educational level. If a student has a low understanding of linguistic intelligence, and is failing English because of this, knowing that she excels in bodily-kinesthetic intelligence could be the key to helping her raise her grade. Perhaps she finds it hard to concentrate long enough on class readings to read through them completely. Perhaps finding an audio version of the text for her to listen to while she works out, or to help her focus but still having her use the text could eliminate a barrier.

Multiple Intelligences Chapter 2 Abstract/Synthesis

**Abstract**

This chapter focuses on looking at multiple intelligences from a personal point of view, rather than just a way that students learn. It stresses how important it is for us as teachers to know and understand where our intelligences lie and how that might affect our teaching. If we are only teaching in a way that suits our intelligences, we are likely to leave behind many students that do not learn the way we do. The chapter also gives us insight into helping reach every kind of learner, including asking colleagues and even consulting the students themselves, but there are many other simple ways to reach all types of students. This chapter also stresses the importance of allowing these intelligences to flourish, and allowing students to discover and develop their intelligences.

**Synthesis**

Most members of our class highlighted the importance of understanding ourselves as learners before we can understand our students. It allows us to not only assess our strong points, but to make note of our weaknesses in order to better adapt and learn to incorporate them into our classes. There were some concerns about being able to address intelligences that we do not excel in, and one way to work on that may be to explore the other intelligences and develop them on our own. One thing that wa noted several times was the fact that we are lacking in some MI areas, which means our students will be too. Incorporating all kinds of intelligences in our classes results in our students being exposed to them as well, and possibly excelling in an area they were either previously weak in, or had never had the chance to develop. Another thing that many of us focused on were the terms crystallizing and paralyzing experiences. Many of us are adamant about not letting our classes be a paralyzing experience for any students, and instead are determined to foster any developing intelligences we might notice in students.

**Chapter 2**

Interesting thing: in the book’s version of the Multiple Intelligences test, while I still scored highly on the verbal/linguistic category, I did not score highly on the intrapersonal category. Instead, I got a much higher score in visual/spacial, which ended up matching my verbal/linguistic score. Because of this, I would say it is fairly important to keep in mind what kinds of questions/criteria are being asked when taking these tests, because it could change the answer. At this point, I’d kind of like to take a longer, more indepth version of the test to see just exactly where I fit in among all the intelligences. At this point, I’m fairly certain I would still be mainly verbal/linguistic, but I’d like to have a better idea of my secondary intelligence.

Knowing about multiple intelligence is also really important in being a positive influence on a student’s life. In my own personal experience, I once had a French teacher who would look down on those students who were not excelling in his class, despite the fact that it was a fairly hostile and stifling environment. The very next year, under the instruction of a much younger French teacher (one who was actually teaching high school students for the first time), most of those struggling students succeeded and even thrived in her class. The difference being the older teacher had a rigid and hostile method of teaching where the younger one had a more open and flexible style of teaching. One allowed different intelligences to flourish while the other did not.

**Chapter 3**

The chapter goes over different ways to observe and remember how each student in your classes learns, and I am so grateful. How to tell which student is more attuned to which intelligences, and a lot of it is actually pretty basic. You have to look out for things that I feel like, as just concepts, aren’t things that I would normally think about, but are actually pretty obvious. Of course bodily-kinesthetic students might be more fidgety, and obviously visual/spatial students are more likely to doodle in their notes. They’re observations that I don’t normally think to look out for, but I think I can definitely see myself starting to practice these observations just on my friends and family even before I actually get in the classroom for any extended amount of time.

I also really love the idea of jotting down notes about each student. It might get overwhelming because middle and high school teachers see a ton of different students each day, but one or two things every week or so per student it a very reachable goal. Plus I know that I remember things much better if I write things down and keep a record of them.

(Also, as an aside, every time a checklist comes up for the various intelligences, it makes me want to see where I fall, just to see if I keep matching up with the same things. I know he says that there isn’t really a way to test intelligences and that you only get an idea of where someone might fall, but it’s still really interesting.)

**Chapter 4**

The MI Pizza is my new favorite thing and I will use it forever in everything I do. I even drew it in a notebook and surrounded it with all the suggested questions because I want to remember it. Like, it is so so so important for students, for everyone really, to know that they are intelligent in some way, and the MI Pizza is an incredible way to do that. There is not a single person in this world that can answer ‘no’ to every single one of those questions, and it really highlights all the different ways that someone is intelligent. Maybe you’re more in tune with one area than another, but no matter what, the chances of you not fitting somewhere in every single category even a little bit are slim-to-none.

On the other hand, I’m not a huge fan of the activities it suggests to give students a better understanding of the MI concept, mostly because they’re all fairly time consuming. These are things that are far better suited for younger students, probably in the elementary level. In middle and high school, there just doesn’t seem like enough time at all to be able to take a few days to do these activities, and the reading suggestion for high schoolers doesn’t seem very inclusive towards non-linguistic intelligences. The MI Pizza is a fairly simple concept that can be looked at in a single class day and gives students the base they need to potentially start looking into it on their own. I can support and encourage students to look into it outside of class, but to spend too much time on it would, to me, be taking away from other actual class content.

**Chapter 10**

This chapter discusses using the MI theory in assessments, and I don’t think I completely agree with everything. I definitely see the benefits of having open ended projects for final assessments in lieu of standardized testing, but I think it reaches a point where it can be too open ended. If each student has complete freedom in their final projects, then how do you grade them? It wouldn’t be plausible to create one rubric for what will likely end up being 25 or so completely different projects in a single class, nor would it be even possible to create 30 different rubrics. While those people who find comfort in large amounts of freedom would be having a field day with such an open ended project, people like me, who need a set of guidelines or instructions to follow would be exceedingly overwhelmed and lost. I understand the need to reach all of these different intelligences, but I think at some point there needs to be a limit. Things can only be so open ended before they get lost and confusing and all around chaotic and messy.

And another thing, that I am sure many people would disagree with, is that constantly giving extremely open ended projects will result in students passing in the same things with different information. It stops them from getting out of their comfort zone and from exploring the different possibilities in other areas of intelligence. So while I do agree that standardized tests are not fair assessments, I think there need to be limits on the kinds of potential projects that can be made. Each unit can switch up which intelligences are encouraged to be used, allowing students to show what they know and what they have learned in different ways, while also learning to be comfortable exploring these different intelligences.